

Maths:

In Year 6, we are working to consolidate our learning in preparation for SATs using the CGP SATs preparation books. Each week we will allocate certain pages for your child to complete that will tie with class work or work previously covered. We will be going through the homework in class which gives us the opportunity to address any misconceptions.

Please complete the following pages this week- complete printed arithmetic sheet.

SPAG: Year 6 only – this will also consist of SATs consolidation with use of the CGP SATs preparation books. Again, work will be relevant to work we are currently doing in class or work we have previously covered.

Please complete the following pages this week- Book 2: Grammar and punctuation test 1.

SPAG.com will also be used to monitor children's progress towards their SATs. Please complete the online test following this link:

<https://spag.com/Public/Home>

Task: Subject verb agreement

Maths and SPAG homework will be sent out on a Friday and due in the following Thursday.

Spellings: Weekly spellings are available on this learning plan below. During the week, children will complete activities using these spellings in class.

Reading: We will be issuing reading books over the coming weeks based on our recent reading assessments. In the meantime, the children are welcome to read reading books from the class library.




Thank you so much for your support. Please do come and see us if you have questions

Kind regards,
Mr Brennan and Miss Chick



OLC WEEKLY LEARNING PLAN

Teachers:	Mr Brennan Miss Chick	Year:	Year 6	Date:	20.02.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>Big Question: In what ways can the Bible accounts help people to be followers of Christ today?</p>	<p>SAINTS FOCUS</p>	<p>LENT</p>	<p>GOSPEL VALUE</p>
		<p>Divide the class into three groups and provide them with the text of the following Parables:</p> <p>The Parable of the Sower The Parable of the Wedding Feast The Parable of the Houses Built on Sand and Rock</p> <p>Children to prepare a retelling of these Parables through drama. Instead of a simple retelling, consider presenting the Parable in the style of a television news report. The Wedding Feast could be by the Royal Correspondent. The Houses Built on Sand and Rock could be by the Weather Reporter. The</p>	<p>https://mycatholic.life/saints/saints-of-the-liturgical-year/february-22-chair-of-saint-peter-apostle/</p> <p>This week's saints focus brings us to The Chair of St Peter. Pray together:</p> <p><i>Saint Peter, you were a weak and sinful man, but God entrusted you with great responsibility, despite your unworthiness. Please pray for me, that despite my unworthiness, I may be open to all that God entrusts to me and that I may use</i></p>	<p>We are now well into our 40 days of alms giving and prayer.</p> <p>We wait in anticipation of the Resurrection of the Lord.</p> 	<p>FAITHILLED AND HOPEFULL</p> 


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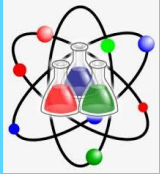
		<p>Sower could be by the Farming Reporter.</p> <p>Children are then to discuss the meaning of the parable they have reported on and real-life application in their books.</p>	<p><i>those gifts for His glory and the salvation of souls. Saint Peter and all your successors in Heaven, pray for me. Jesus, I trust in You.</i></p>		
 <p>Maths</p>		<p>Divide decimals by integers Pages 89-91</p>	<p>Fractions to decimals Pages 92-94</p>	<p>Fractions as division Pages 95-97</p>	<p>Understand percentages Pages 100-102</p>
 <p>English</p>		<p>LO - To identify features of a Journalistic text</p> <p>Activity – Children walk into a headline on whiteboard/flipchart:</p> <p>PIGS IN PERIL AS HOUSES DESTROYED</p> <p>Talking partners:</p> <p>What type of writing is this? What’s the story here? What story is it based on? Look at a copy of Guardian newspaper. Discuss presentational features, such as</p>	<p>LO - To write a newspaper report with bias</p> <p>Activity – Children to walk into a headline across board:</p> <p>WICKED WOLF FOUND DEAD IN PIG’S HOUSE</p> <p>Explain to the children that the editor has identified this headline but there is no story as yet.</p> <p>Talking partners:</p> <p>What does bias mean? What bias does this headline present? Who is it leaning towards?</p> <p>Shared writing:</p>	<p>LO - To use inverted commas to express a quotation</p> <p>Activity – Children to walk into new headline splashed across board:</p> <p>DESPERATE PIGS ADMIT TO ARSON</p> <p>Discuss how the story is developing and how there is a different bias to this headline. Why? From what point of view does this story need to be written. Explain that today and tomorrow they need to write a longer</p>	<p>LO - To write a report with Bias.</p> <p>Watch video up to the pigs court scene. 1:30 secs. Explain how in court you would have to ‘defend your case’ and you could employ a lawyer to talk on behalf of you. Tell children that they are going to write the defence case for the pigs. Talking partners: What are the facts so far? Explore motives. Focus on oral rehearsal with strong sentences that lead to the</p>

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		<p>headline, by-line and caption.</p> <p>Talking partners:</p> <p>Ask children how they find out their news? e.g. newspapers, Newsround or websites? Discuss social media, e.g. Twitter and Instagram.</p> <p>Tell the children that The Guardian reports journalistic writing. Which of these are features of journalistic writing? Which are features of narrative? Which are features of both?</p> <p>https://www.youtube.com/watch?v=vDGrfhJH1P4</p> <p>Identifying features:</p> <p>Use a Venn to sort and identify features with narrative:</p> <p>What features do they share? How can we tell a newspaper apart from a story? e.g., Formal, quotes, reporting facts, Explain that newspapers tell stories based on fact. Watch advert: Stop</p>	<p>Model writing the first few sentences to incorporate plain facts, such as names and dates. Identify that nouns are a vital part of journalistic writing as they are writing about people and places. Model using a relative clause to add information about the wolf, e.g., The wolf, who has been suspected of previous robberies, was found dead in the little pigs home. Tell them that today you just want them to report using journalistic narrative.</p> <p>Children to write their own report independently. Have subordinate clauses and adverbials as sentence starters that will support the construction of multi-clause sentences in journalistic writing available on tables or on board, e.g.:</p>	<p>piece for the newspaper using quotes to back up any facts given.</p> <p>Teacher-in-role as a key witness - the pigs' next door neighbour. Tell children that you are going to give a short interview. As neighbour, tell class that you have heard the pigs scheming for weeks now about killing the wolf. Let the class know that you are aware that since the pigs lost their jobs they have had little money and that you have lent them money and given them food.</p> <p>Shared writing: Model writing a sentence with a relative clause like yesterday, but this time adding in a quote from the neighbour. e.g.</p> <p>According to a neighbour, Mrs. Smith, the pigs have been plotting and scheming for quite some time now. 'I knew something suspicious was happening when I saw 'em throw out the</p>	<p>children being able to write with bias. Model opening this using third person 'According to the pigs...' Identify active and passive within the following sentences, 'The house was destroyed by the wolf', 'The wolf blew the house to put out a chip-pan fire, caused by the faulty Electrics'.</p> <p>You are the lawyer for the pigs. Write the defence case for the pigs with a strong bias. Children to write independently with peer editing to support.</p>
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		<p>watching after 47 seconds. What are the facts so far? Children to list facts and possibilities from the advert.</p> <p>Fact: wolf is dead.</p> <p>Possibility: he had burnt down one of the pigs houses</p>		<p>petrol cans', said 46-year-old woman from Peckham.</p> <p>Children to write their own witness statement into their books.</p>	
 <p>Spelling & Handwriting</p>		<p>Year 6 Spelling words for this week:</p> <ul style="list-style-type: none"> accommodate apparent average competition environment excellent existence explanation individual physical pronunciation relevant system temperature thorough variety 	<p>Dictionary Corner: Put the words in context in sentences.</p>		<p>Year 6 spelling handwriting focus for this week:</p> <ul style="list-style-type: none"> accommodate apparent average competition environment excellent existence explanation individual physical pronunciation relevant system temperature thorough variety <p>Put 5 of these words into sentences in context and spelled correctly.</p>



Humanities

Computing:
Mars Rover 2: Lesson 5:
TinkerCAD tutorials

Recap and recall:
 What do you remember from last lesson about TinkerCAD?

Explain to the children that 3D design software has many purposes. In the previous lesson, the children focused on designing real 3D objects. However, there are examples where professionals use CAD to create designs that will never be printed or made into real objects.

Show the video on the link:
 How Pixar animations are made on VideoLink.
<https://video.link/w/gyae>

Explain to the children that they will make changes to their designs from last lesson.

SCIENCE

Today you are going to manufacture your art installation design prototype! Remember to follow your design but be confident to tweak it where necessary and

Geography:
 Lesson 1: Why do geographers do fieldwork?

- What is fieldwork?
- What is the purpose of fieldwork?
- How can geographers help people by doing different types of fieldwork?
- How are maps used for fieldwork?

FRENCH
Assessment – Clothes – Getting dressed in French

Display the quiz presentation on the board. Children are to each have a pupil answer sheet. For each multiple-choice question displayed on the board, the children are to shade in the correct answer on their quiz sheet. This must be done independently. Question 10 is the only open-ended question where children will have the opportunity to explain their answers. Once the assessment is complete, work through the correct answers addressing any misconceptions as you go. Allow the children the opportunity to self-mark their answers.

MUSIC
Assessment – Musical Theatre

Display the quiz presentation on the board. Children are to each have a pupil answer sheet. For each multiple-choice

PSHE
Taking Responsibility for My Health and Well-Being

Begin this new unit (Healthy Me) by playing the ‘Guess Who’ game (on the Jigsaw Portal).

Do you know what an agony aunt is? An agony aunt is a person (it doesn’t have to be female) who gives advice. Have you seen or heard any agony aunt advice? E.g. on the TV, online, TV, magazines etc. Today, you are going to act as agony aunts. Take a look at the different scenarios on the Jigsaw Portal and offer appropriate advice. You should include advice about the character needing to take responsibility for the ‘problem’ and also offer them suggestions to improve the situation.

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to ensure that your components are at the correct powered level for your design by choosing the correct batteries. You also need to start to develop your presentation for the NSAA, as you build your prototype, which needs to explain how you have met the design brief (refer to your success criteria), but also include an explanation of how each component works and why you have used the voltage selected for what effect (demonstrating a good understanding of the electrical side of your design will be crucial to convincing the NSAA to accept a design). Also, as an additional task you need to cost out how much your design would cost to make and install (based on the given costing resource) and come to a decision about how much you would market your product at so it will make a profit.

take photos of art installations for books

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Daily PE Activity

REAL PE: UNIT 3 –

Lesson 6

Cognitive

Make Good Decisions

I can explain what I am doing well and I have begun to identify areas for improvement.

I can use awareness of space/others to make good decisions.

I can develop methods to outwit opponents

Fitness Focus -

Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card.

You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares. Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is complete, and then picks another activity card. The game is finished when a group yells out "Active".

Background music is great at building on the students' energy.

Step Challenge -

Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least** 4000 steps (2 miles) at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

<https://youtu.be/xRdIVV-B1ow>

The challenge is to complete as many press ups as you can in 30 seconds.

If you have to do them with your knees on the floor then you need to half your total score when you send me your results.

See if you can beat Mr Sturgess' score of 30 press ups in 30 seconds.

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			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">A</th> <th style="width: 12.5%;">C</th> <th style="width: 12.5%;">T</th> <th style="width: 12.5%;">I</th> <th style="width: 12.5%;">V</th> <th style="width: 12.5%;">E</th> </tr> </thead> <tbody> <tr> <td>Wall-sit</td> <td>Lunges</td> <td>Jumping Jacks</td> <td>"I Don't Know" Stretch</td> <td>Squats</td> <td>Jog on the Spot</td> </tr> <tr> <td>Burpees</td> <td>Bench Step-Ups</td> <td>Cross-Country Ski</td> <td>Slow Motion Lie Down</td> <td>Knee-Ups</td> <td>Leg Lifts</td> </tr> <tr> <td>Bicep Curls</td> <td>Arm Circles</td> <td>Choose your own</td> <td>Curl-Ups</td> <td>Hamstring Curl</td> <td>Push-ups</td> </tr> <tr> <td>Bicycle</td> <td>Front Elbow Support</td> <td>Tuck Jumps</td> <td>Shoulder Rolls</td> <td>Butterfly Stretch</td> <td>Sit-ups</td> </tr> <tr> <td>Grapevine</td> <td>Twist</td> <td>Seat Walk</td> <td>Wall-sit</td> <td>Jog Around the Gym</td> <td>Toe-Touches</td> </tr> </tbody> </table>	A	C	T	I	V	E	Wall-sit	Lunges	Jumping Jacks	"I Don't Know" Stretch	Squats	Jog on the Spot	Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts	Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups	Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups	Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches	
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Homework:

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk